

Young Audiences of Massachusetts

Educational Materials

Please forward to teachers

ABOUT THE PERFORMANCE

Manguito *Music of Latin America*

Grade levels: K-5

Take a musical tour of Puerto Rico, Cuba, and the Dominican Republic with **Manguito**, a collaboration of six internationally known Latin American musicians who represent a variety of nationalities and backgrounds. They will introduce students to the music of Latin America including the *rumba*, the *bomba* and the Dominican *merengue* while playing Latin musical instruments. In addition, students will gain an appreciation of Latino culture as a unique fusion of Spanish, African, and Native American elements.

LEARNING GOALS:

1. To become familiarized with Latin American instruments and rhythms.
2. To explore the process of “acculturation” by examining how the music and history of the Caribbean and Latin America reflect the Native American, Spanish, and African cultures.

PRE-ACTIVITY SUMMARY: *Simple Spanish*

Teach students some simple Spanish before **Manguito’s** visit. Have them learn some conversational phrases and words for different parts of the body. After they have practiced with their friends, have students try to sing “Head, Shoulders, Knees and Toes” in Spanish.

POST-ACTIVITY SUMMARY: *Making Musical Instruments*

Discuss how percussion instruments work. Have students make percussion instruments from materials collected at home and in the classroom. Ask them to practice making their own unique sounds. Then, have students form groups to experiment “layering” sounds and rhythms with their instruments.

CURRICULUM LINKS:

Foreign Languages, Multicultural Studies, Music, History and Social Sciences, Science

PRE-ACTIVITY: SIMPLE SPANISH

LEARNING GOALS:

To become familiarized with a different language.

To learn some Spanish phrases and vocabulary.

TIME:

one hour

TIPS FOR THE TEACHER:

- * Hello - Hola
- * Goodbye - Adios
- * How are you? - Como esta usted?
- * Thank you - Gracias
- * My name is - Me llamo
- * Head - Cabeza
- * Shoulders - Hombres
- * Knees - Rodillas
- * Feet - Pies
- * Hands - Manos
- * Face - Cara
- * Eyes - Ojos
- * Ears - Orejas
- * Mouth - Boca
- * Nose - Nariz

STEP 1:

Ask students what language(s) they speak. Ask if any speak a language other than English. If so, why? Discuss why people in different countries speak different languages.

STEP 2:

Make a list of different languages and their countries of origin. Focus on the Spanish language. Discuss the countries where Spanish is the main language.

STEP 3:

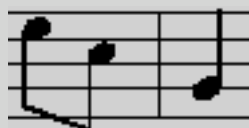
Tell students that **Manguito** will perform some Spanish songs. Teach students the selected list of Spanish words. Translate the Spanish words by using pictures or gestures instead of the English words. For example, to teach your students the Spanish word for "nose", point to your nose and say the word "nariz". Have students practice the Spanish vocabulary words and phrases with partners.

STEP 4:

Try to sing "Head, Shoulders, Knees and Toes" in Spanish!

EXTENSIONS:

- 1) **Discuss** the concept of "acculturation," the process of by which one culture adopts the traits of another. Ask students to identify examples in their homes, families, and communities.
- 2) **Teach** some Spanish songs or dances.
- 3) **Listen** to popular, traditional and classical Latin music. Ask students to identify instruments they hear in the music.



POST-ACTIVITY: MAKING MUSICAL INSTRUMENTS

LEARNING GOALS:

To make percussion instruments.

To create layers of sounds and rhythms using hand-made percussion instruments.

MATERIALS/PREPARATION:

coffee cans, beans, rubber bands, fabric, soda bottles and caps, paper towel rolls, paper clips, wooden sticks (for tapping), water

TIME:

45 minutes

TIPS FOR THE TEACHER:

* Collect coffee cans, soup cans, paper towel rolls, etc. in the weeks preceding this lesson.

STEP 1:

Discuss percussion instruments and how they make sound. Talk about the different instruments that **Manguito** used in the performance.

STEP 2:

Have students brainstorm materials they could use to make instruments. Imagine how they could vary the sounds by changing the mechanics of their instruments (more or less beans, different sizes of cans, etc.).

STEP 3:

Have each student make a percussion instrument using the collected materials. Encourage them to experiment with sounds before finishing their instruments.

STEP 4:

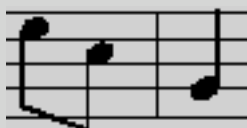
Give students time to practice playing their instruments by themselves and with partners.

STEP 5:

Have students make music with their instruments. Ask one student to begin. Gradually “layer” the sound by adding one student and his/her instrument at a time.

EXTENSIONS:

- 1) **Have** students draw imaginary musical instruments. Ask them to explain the construction of the instruments, how to play them, and what they sound like.
- 2) **Have** students research and explore Aztec, Mayan and Incan cultures. Explore why these cultures disappeared.
- 3) **Have** students make repeated sounds with their voices and bodies. Designate a conductor and create a musical ensemble.



ENCLOSURE:

This is an additional song that is very fun to learn for grade levels K-3.

“Mi Cuerpo Hace Musica” (My Body Makes Music)

Mi cuerpo, mi cuerpo, hace musica (twice) *My body, my body, makes music*

Mis manos hacen Clap, Clap, Clap *My hands go clap, clap, clap*

Mis pies hacen Bom, Bom, Bom *My feet go bom, bom, bom*

Mi boca dice La, La, La *My mouth says la, la, la*

Mi cintura hace Cha, Cha, Cha *My waist goes cha, cha, cha*

Cha, cha, cha

Cha, cha, cha

Mi cintura hace Cha, Cha, Cha

Clap, Clap, Clap

Mis manos hacen Clap, Clap, Clap

Bom, Bom, Bom

Mis pies hacen Bom, bom, bom

La, La, La

La, La, La

Mi boca dice La, La, Laaaaaaaaa!

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Grade levels: K-5

RESOURCES:

Burgie, Irving. Caribbean Carnival: Songs of the West Indies. Tambourine Books.

McCabe, Inger. A Week in Henry's World: El Barrio. Macmillan, 1971.

Price, Christine. The Talking Drums of Africa. Scribner's Sons.

VOCABULARY:

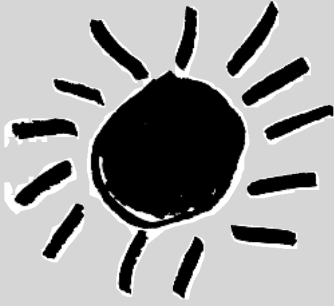
guitar	cuatro	conga drum	tambora
bongo drums	tambourine	Pandereta de Plena	guiro
guira	campana	claves	maracas
rumba	bomba	merengue	acculturation

ABOUT THE PERFORMERS:

Manguito brings together the diverse talents and cultures of five internationally known performing artists whose expertise covers Latin folk music, jazz, and pop. All have toured widely throughout the Americas. Ecuadorean, **Alex Alvear**, bassist and singer, is the leader of **Manguito**. He is a composer and arranger who works in a wide variety of musical styles. Percussionist/keyboardist and singer Gonzalo Grau from Venezuela comes from a prestigious musical family and he also leads his own group La Timba Loca. Percussionist, **Ernesto Diaz** from Columbia and he is a member of the faculty at Berklee College of Music. Percussionist, **Angel Wagner** from the Dominican Republic also leads his own band Grupo Fantasia. Singer/percussionist Manolo Mairena from Costa Rica is one of the most sought-after musicians in the New England Latin music scene.

ABOUT YOUNG AUDIENCES:

Young Audiences of Massachusetts (YA) is the oldest, largest and most utilized arts-in-education organization in the state and one of the largest in a national network of 33 chapters. For over 45 years, YA has distinguished itself as the vital link between Massachusetts schoolchildren (K-12) and more than 95 of the region's most accomplished actors, dancers, singers, musicians, and storytellers. Its 36 ensembles offer 57 interactive arts programs that represent a range of cultures, historical periods and artistic disciplines. YA is unique in its flexibility to offer interactive performances, tailor-made residencies, workshops, teacher-training, curriculum planning and multi-year projects. All programs include educational materials and satisfy local, state and/or federal arts education standards.



Young Audiences of Massachusetts

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MASSACHUSETTS CURRICULUM FRAMEWORKS CONNECTIONS

Manguito: Music of Latin America

<i>Language Arts 9</i>	...identify the basic facts and essential ideas in what they have read, heard, or viewed.
<i>History 4</i>	Society, Diversity, Commonality, and the Individual...learn the complex interplay that has existed from the beginning of our country between American ideals and American practice.
<i>History 8</i>	Places and Regions of the World...identify and explain the location and features of places and systems organized over time.
<i>World Language 10</i>	...obtain new information and knowledge.
<i>World Language 16</i>	...identify cultural and linguistic characteristics.
<i>World Language 19</i>	...examine and analyze cultural contributions of diverse groups.
<i>World Language 20</i>	...use a world language to connect with other disciplines such as Arts, English Language Arts, Health, Mathematics, Science and Technology, Social Studies.
<i>Arts-Music 1</i>	Singing...sing, alone and with others, a varied repertoire of music.
<i>Arts-Music 3</i>	Playing Instruments...play instruments, alone and with others, to perform a varied repertoire of music.
<i>Arts-Music 5</i>	Critical Response...describe and analyze their own music and the music of others using appropriate music vocabulary.
<i>Arts-Music 8</i>	Concepts of Style, Stylistic Influence, and Stylistic Change...demonstrate understanding of styles, influence, change.
<i>Arts-Music 10</i>	Interdisciplinary Connections...apply knowledge of the arts to the study of English language arts, foreign languages, health, history, and social science, mathematics, and science and technology/engineering.
<i>Arts-Dance 1</i>	Movement Elements and Dance Skills...identify and demonstrate movement and dance skills.